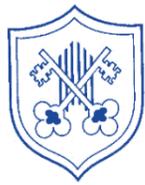
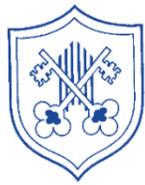


Athletics		YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6		
NC Statements		<ul style="list-style-type: none"> Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities 		<ul style="list-style-type: none"> Use running, jumping, throwing and catching in isolation and in combination Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] Compare their performances with previous ones and demonstrate improvement to achieve their personal best. 					
Knowledge Progression		<ul style="list-style-type: none"> Understand the techniques of how to walk and run. Understand the techniques of how to throw a ball. Understand that we can change the speed that our bodies move. 		<ul style="list-style-type: none"> Understand how to transition between different techniques when running, jumping and catching. 		<ul style="list-style-type: none"> Understand the different techniques needed to perform different skills. 			
Skill Progression	Running	<ul style="list-style-type: none"> Travel with control using varying stride lengths Run with good posture and balance Start, stop and change pace with control Run and change direction, demonstrating speed and agility Co-operate and compete with a partner. Show awareness of space and the safety of others Accelerate quickly and run fast to retrieve an object 		<ul style="list-style-type: none"> Demonstrate good running posture Adjust running pace smoothly Accelerate and decelerate rapidly Run fast over short distances, showing awareness of others Sprint rapidly over short distances, as an individual and as part of a team Change direction quickly Run over a longer distance, conserving energy in order to sustain performance. 		<ul style="list-style-type: none"> Run with speed and agility Demonstrate quick reactions and rapid acceleration Accelerate from a variety of static positions Demonstrate the ability to change speed Sustain jogging and running at a consistent pace for a few minutes Accelerate to pass team members 			
	Jumping	<ul style="list-style-type: none"> Demonstrate various jumps in response to instructions Jump for height with control and balance Take off from and land in different positions Demonstrate control in landing Link multiple step/jump combinations with balance and co-ordination Jump quickly from side to side showing co-ordination and balance 		<ul style="list-style-type: none"> Demonstrate a variety of jumping styles Jump for distance from two feet to two feet Perform hop and jump combinations with balance and control Hop, step and jump in the correct sequence Hop, step and jump with speed and balance Use a short run to jump from one to two feet 		<ul style="list-style-type: none"> Use jumping combinations to move around a space Perform dynamic combination jump sequences with control Perform triple jump combination sequences with balance and control Jump for distance from one foot to two feet Jump from side to side with balance, speed and rhythm Perform a scissor jump from a short run-up 			
	Throwing	<ul style="list-style-type: none"> Demonstrate mobility and co-ordination Throw with speed and agility Apply appropriate effort in order to control an object's flight Throw accurately Use an underarm action to throw accurately at a target Use an underarm action to throw over increasingly longer distance 		<ul style="list-style-type: none"> Throw & retrieve implements safely Describe how the weight and shape of an object affects its flight path Describe the effect of throwing from sitting, kneeling or standing Demonstrate a two handed push throw Demonstrate a variety of throwing techniques Demonstrate the sling throw technique Demonstrate a forward and overhead heave throw 		<ul style="list-style-type: none"> Demonstrate a dynamic two handed push throw Demonstrate a controlled pull throw action Perform push throws to reach a target on the ground Throw for accuracy Demonstrate a dynamic sling throw Demonstrate a dynamic heave throw Throw for distance Throw with accuracy and speed in a team activity 			
Language Progression		Key Words: agility speed stride distance	direction control balance travel	underarm coordination accurate push throw pull throw	Key Words: pace sprint accelerate decelerate	combination sequence technique triple jump	heave throw sling throw overhead retrieve	Key Words: static sustain rapid relay	dynamic scissor jump rhythm transition

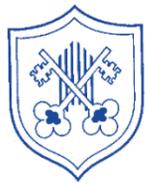


Dance	YEAR 1		YEAR 2		YEAR 3		YEAR 4		YEAR 5		YEAR 6	
NC Statements	<ul style="list-style-type: none"> perform dances using simple movement patterns. 				<ul style="list-style-type: none"> perform dances using a range of movement patterns compare their performances with previous ones and demonstrate improvement to achieve their personal best. 							
Knowledge Progression	<ul style="list-style-type: none"> Know how to link movements to music. Know how to change their bodies to respond to music i.e speed and direction. 				<ul style="list-style-type: none"> Understand that a performance has a beginning, middle and end. Understand that we can use movements to represent an idea. 				<ul style="list-style-type: none"> Understand the different elements that need to be incorporated to create a dance. Understand that you can incorporate different speeds and movements within a dance. 			
Skill Progression	<ul style="list-style-type: none"> Copy and remember moves and positions. Move with careful control and co-ordination. Link two or more actions to perform a sequence. Choose movements to communicate a mood, feeling or idea. Create a short motif inspired by a stimulus. Watch and describe performances accurately. With support recognise what is successful and what can be done to improve. Copy actions and ideas, and use the information they collect to improve their skills. 				<ul style="list-style-type: none"> Plan, perform and repeat sequences (refining my movements). Move in a clear, fluent and expressive manner. Perform with some awareness of rhythm and expression. Create dances and movements that convey a definite idea. Change speed and levels within a performance. Use simple choreographic devices such as unison, canon and mirroring. Develop physical strength and suppleness by practising moves and stretching. Identify what they do best and what they find most difficult Recognise performers who perform well and give some reasons why Know and explain the skills that they are confident in. Choose different ways of practising these skills. Describe the help they need to improve. 				<ul style="list-style-type: none"> Compose creative and imaginative dance sequences, expressing an idea in original and imaginative ways. Perform expressively, and hold a precise and strong body posture. Plan to perform with high energy, slow grace (or other themes), and maintain this throughout a piece. Create and perform complex moves and sequences that combine strength and stamina gained through gymnastics activities (such as cartwheels or handstands). Use transitions to link motifs smoothly together. Improvise with confidence, still demonstrating fluency across the sequence. Demonstrate consistent precision when performing dance sequences Recognise and describe the best points in an individual's and a team's performance. Identify aspects of their own and others' performances that need improvement and suggest how to improve them. 			
Language Progression	Key Words: sequence repeat perform patterns	action control coordination position	mood feeling idea describe	Key Words: speed level fluent	motif suppleness rhythm choreography	unison canon mirroring expressive	Key Words: pace timing interpretation	reaction posture stamina strength	transition precision imaginative improvisation			

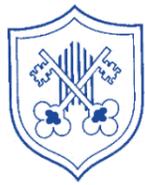


Games		YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
NC Statements		<ul style="list-style-type: none"> Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities Participate in team games, developing simple tactics for attacking and defending 		<ul style="list-style-type: none"> Use running, jumping, throwing and catching in isolation and in combination Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending 			
Knowledge Progression		<ul style="list-style-type: none"> Understand the techniques of how to catch a ball. Understand the techniques of how to throw a ball. Understand that we can change the speed that our bodies move. Understand why we have rules during games. 		<ul style="list-style-type: none"> Develop their understanding of rules to defend effectively in a game. Know how to use space in games 			
Skill Progression	Invasion	<ul style="list-style-type: none"> Use rolling, hitting, running, jumping, catching and kicking skills in combination. Roll a ball accurately. 		<ul style="list-style-type: none"> Throw and catch with control and accuracy. Pass, receive and dribble the ball, keeping control and possession consistently. Make progress towards a goal, on their own and with others. Use a range of techniques when passing, e.g. high, low, bounced, fast, slow. Change direction and speed when dribbling the ball. Show growing consistency, speed and control in games. 		<ul style="list-style-type: none"> Demonstrate speed and co-ordination when passing and receiving a ball. Combine and perform skills with control, adapting them to meet the needs of the situation. Perform skills with greater speed. 	
	Striking & Fielding			<ul style="list-style-type: none"> Use a range of skills with increasing control. Strike a ball with intent and throw it with increasing accuracy when bowling and/or fielding. Intercept and stop the ball with consistency, and sometimes catch the ball. Return the ball quickly and accurately Choose and use batting or throwing skills to make the game hard for their opponents. Judge how far they can run to score points Choose where to stand as a fielder to make it harder for the batter. Work well as a team to make it harder for the batter. 		<ul style="list-style-type: none"> Strike a bowled or volleyed ball with accuracy. Use different ways of bowling. Bowl underarm accurately. Vary how they bowl. Bat effectively, using different types of shot. Field with increased accuracy. Throw overarm with accuracy and for a good distance. Hit the ball from both sides of the body. Direct the ball away from fielders, using different angles and speeds. Plan to outwit the opposition individually, as a pair or as a team, when they are batting, bowling and fielding. Gauge when to run after hitting the ball. Use tactics which involve bowlers and fielders working together. 	
	Net & Wall			<ul style="list-style-type: none"> Perform the basic skills needed for the games with control and consistency. Keep a game going using a range of different ways of throwing. Vary the speed and direction of the ball. Play games using a racket, getting their body into good positions, hitting a ball fed to them accurately, and increasingly keeping a rally going using a small range of shots. Choose good places to stand when receiving and give reasons for their choice. Try to make things difficult for their opponent by directing the ball to space, at different speeds and heights. 		<ul style="list-style-type: none"> Use forehand and backhand when playing racket games. Play shots on both sides of the body and above their heads in practices and when the opportunities arise in a game. Direct the ball reasonably well towards their opponent's court or target area. Show good backswing, follow through and feet positioning. Hit the ball with purpose, varying the speed, height and direction. Explain what they are trying to do and why it is a good idea. Spot the spaces in their opponent's court and try to hit the ball towards them. Position themselves well on court. 	

	Strategy	<ul style="list-style-type: none"> • Use the terms 'opponent' and 'team-mate'. • Develop tactics. • Lead others when appropriate. • Co-operate with others in a team. • Begin to use the terms attacking and defending. • Use simple defensive skills such as marking a player or defending a space. • Use simple attacking skills such as dodging to get past a defender. • Follow simple rules to play games, including team games. 	<ul style="list-style-type: none"> • Choose appropriate tactics to cause problems for the opposition. • Follow the rules of the game and play fairly. • Suggest how rules could be changed to improve the game. • Adapt rules in agreement with others and, later, make rules for their own games, which they explain and teach to others. • Work effectively, as part of a team. • Lead others and act as a respectful team member. 	<ul style="list-style-type: none"> • Choose and combine techniques in game situations (running, throwing, catching, passing, jumping and kicking, etc.). • Work alone, or with team mates in order to gain points or possession. • Field, defend and attack tactically by anticipating the direction of play. • Respond consistently in the games they play, choosing and using skills which meet the needs of the situation. • Choose positions in their teams and know how to help when attacking. • Find and use space to help their team. • Mark an opponent, player or players, preventing them from gaining possession. • Apply tactical knowledge effectively in attacking and defending situations. • Choose the most appropriate tactics for a game. • Uphold the spirit of fair play and respect in all competitive situations, leading others and acting as a good role model. 					
	Evaluate	<ul style="list-style-type: none"> • Watch and describe performances accurately. • With support recognise what is successful and what can be done to improve. • Copy actions and ideas, and use the information they collect to improve their skills. 	<ul style="list-style-type: none"> • Compete with others, and aim to improve my personal best performances. • Identify what they do best and what they find most difficult • Recognise players who play well in games/performers who perform well and give some reasons why • Know and explain the tactics and skills that they are confident in. • Choose different ways of practising these tactics and skills. • Describe the help they need to improve. 	<ul style="list-style-type: none"> • Look for specific things in a game/sequence and explain how well they are being done. • Recognise parts of a performance that could be improved and identify practices that will help. • Recognise and describe the best points in an individual's and a team's performance. • Identify aspects of their own and others' performances that need improvement and suggest how to improve them. 					
Language Progression	Key Words: roll hit run jump kick	speed direction opponent team-mate underarm overarm	defence tactics attack co-ordination agility	Key Words: control accurate team work pace strike	shoot pass defending possession fair-play field	attacking dribble release compete improve bowl	Key Words: forehand backhand bowled volley	accuracy combination technique competitive position	opposition possession communication direction



Gym	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6			
NC Statements	<ul style="list-style-type: none"> master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities 		<ul style="list-style-type: none"> develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] compare their performances with previous ones and demonstrate improvement to achieve their personal best. 						
Knowledge Progression	<ul style="list-style-type: none"> Understand that we need to use our core strength to balance effectively. Understand that we can link different movements together to create a sequence. Understand how to lift, carry & set out small & large gymnastic apparatus safely & quietly. 		<ul style="list-style-type: none"> Understand how to safely use apparatus. Be able to comment on skills and techniques applied in his/her own and others' work and use this understanding to improve performance. 		<ul style="list-style-type: none"> Understand how to transition between different movements. 				
Skill Progression	<ul style="list-style-type: none"> Copy and remember actions. Move with some control and awareness of space. Link two or more actions to make a sequence. Show contrasts (such as small/tall, straight/curved and wide/narrow). Perform different actions of travel Travel by rolling forwards, backwards and sideways. Perform actions of balance such as weight on hands. Hold a position whilst balancing on different points of the body. Watch and describe performances accurately. With support recognise what is successful and what can be done to improve. Copy actions and ideas, and use the information they collect to improve their skills. 		<ul style="list-style-type: none"> Swing and hang from equipment safely (using hands). Move in a clear, fluent and expressive manner. Perform and repeat sequences (refining my movements). Show changes of direction, speed and level during a performance. Travel in a variety of ways (including flight) by transferring weight to generate power in my movements. Show kinaesthetic sense when placing and aligning their body (e.g. in balances, I experiment to find the centre of gravity). Develop ways to mount and dismount apparatus. Identify what they do best and what they find most difficult Recognise performers who perform well and give some reasons why Know and explain the skills that they are confident in. Choose different ways of practising these skills. Describe the help they need to improve. 		<ul style="list-style-type: none"> Create, practise and refine complex and well-executed sequences that include a full range of linked movements, including: travelling, balances, swinging, springing, flight, vaults, inversions, rotations, bending, stretching, twisting, gestures. Hold shapes that are strong, fluent and expressive. Include set pieces in a sequence, choosing the most appropriate linking elements. Vary speed, direction, level and body rotation during floor performances. Demonstrate good kinaesthetic awareness (placement and alignment of my body is usually good in well-rehearsed actions). Use equipment to vault and to swing (remaining upright). Develop the skills to cooperate effectively in a team by listening and sharing different ideas. Recognise parts of a performance that could be improved and identify practices that will help. Recognise and describe the best points in an individual's and a team's performance. Identify aspects of their own and others' performances that need improvement and suggest how to improve them. 				
Language Progression	Key Words: travel sequence action control space roll contrast	forwards backwards sideways position balance perform entry exit	points straight shape tuck straddle dish arch pike curved	Key Words: fluency expressive flight hang lever	refine direction speed level stillness tension	mount dismount swing transfer extension	Key Words: refine spring rotation inversion opposition	symmetry asymmetry gesture vault cooperate kinaesthetic	placement alignment twist unison mirroring canon



OAA	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6		
NC Statements			<ul style="list-style-type: none"> Take part in outdoor and adventurous activity challenges both individually and within a team 					
Knowledge Progression			<ul style="list-style-type: none"> Understand how to stay safe when moving around outside. 		<ul style="list-style-type: none"> Understand the need to manage risks. 			
Skill Progression			<ul style="list-style-type: none"> Show an ability to both lead and form part of a team. Trust and communicate with each other through simple teamwork activities. Support others and seek support if required when the situation dictates. Show resilience when plans do not work, and initiative to try new ways of working. Show awareness of moving safely from one space to another. Use maps, compasses and digital devices to orientate myself. Remain aware of changing conditions, and change my plans if necessary. 		<ul style="list-style-type: none"> Select appropriate equipment for outdoor and adventurous activity. Identify possible risks and ways to manage them, asking for and listening carefully to expert advice. Be able to problem-solve, adapting and refining my approach to enable me to complete the task. Embrace both leadership and team roles, and gain the commitment and respect of a team. Empathise with others, offer support without being asked, and seek support from my team or experts if I am in doubt. Remain positive, even in the most challenging circumstances, rallying others if need be. Use a range of devices in order to orientate myself. 			
Language Progression			Key Words: awareness trust co-operate communicate team work	help listen suggest consider lead direction	agree disagree resilience safely compass decide	Key Words: empathise risk advise orientation collaborate	respect challenge refine adapt innovation	review responsibility observe delegate initiative



Swimming	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
NC Statements			<ul style="list-style-type: none"> Swim competently, confidently and proficiently over a distance of at least 25 metres Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] Perform safe self-rescue in different water-based situations. 			
Knowledge Progression			<ul style="list-style-type: none"> Understand how to perform safe self-rescue 			
Skill Progression			<ul style="list-style-type: none"> Swim unaided up to 25 metres. Use one basic stroke, breathing correctly. Control leg movements. 	<ul style="list-style-type: none"> Swim between 25 and 50 metres unaided. Use more than one stroke and coordinate breathing as appropriate for the stroke being used. Coordinate leg and arm movements. Swim at the surface and below the water. 		
Language Progression			<p>Key Words: swim safety stroke control</p>	<p>front crawl breaststroke backstroke breathing coordination</p>	<p>rescue tread water</p>	

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Health & Fitness	<ul style="list-style-type: none"> Recognise how the body feels before, during and after exercise. 	<ul style="list-style-type: none"> Recognise and describe how the body feels during and after different physical activities. Explain what they need to stay healthy. 	<ul style="list-style-type: none"> Recognise and describe the effects of exercise on the body. Know the importance of strength and flexibility for physical activity. 	<ul style="list-style-type: none"> Describe how the body reacts at different times and how this affects performance. Explain why exercise is good for your health. Know some reasons for warming up and cooling down. 	<ul style="list-style-type: none"> Know, understand and explain the reasons for warming up and cooling down. Understand why exercise is good for health, fitness and wellbeing. 	<ul style="list-style-type: none"> Understand the importance of warming up and cooling down. Carry out warm-ups and cool-downs safely and effectively and with increasing independence. Know ways they can become healthier
Safety	<ul style="list-style-type: none"> Manage the space safely, showing good awareness of each other and apparatus. Carry and place equipment safely with guidance. With support, ensure they are dressed appropriately for the task e.g. hair tied up, jewellery removed, kit etc. 	<ul style="list-style-type: none"> Recognise and avoid risks when handling and placing apparatus. Begin to recognise when they are dressed appropriately for the task and make any necessary adjustments independently. 	<ul style="list-style-type: none"> Identify when their body is warm and stretched ready for physical activity. Identify risks within the area, with support from an adult. Independently ensure they are dressed appropriately for the task. 	<ul style="list-style-type: none"> Devise routines of stretching exercises that prepare them for physical activity. Identify risks within the area at the start of each lesson. Begin to recognise that different tasks require different safety precautions e.g. shin pads, gum shields. 	<ul style="list-style-type: none"> Take responsibility for their own warm up. Take responsibility for their own safety throughout the lesson, with support from an adult. Understand the need for different safety precautions for sports e.g. gum shields, shin pads. 	<ul style="list-style-type: none"> Recognise that a cool down is important. Take responsibility for their own safety throughout the lesson.